

SOUTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

OPEN WIDE AND TREK INSIDE		
South Carolina Science Academic Standards – Grades 1 – 2		
Lesson	Standard	Indicator
2, 3	1-1.1	Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.
3	1-1.2	Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.
1, 2, 3	1-1.3	Carry out simple scientific investigations when given clear directions.
2, 3	1-1.4	Use appropriate safety procedures when conducting investigations.
1, 2, 3	2-1.1	Carry out simple scientific investigations to answer questions about familiar objects and events.
3	2-1.2	Use tools (including thermometers, rain gauges, balances, and measuring cups) safely, accurately, and appropriately when gathering specific data in US customary (English) and metric units of measurement.
2, 3	2-1.3	Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language.
1, 2, 3, 5	2-1.4	Infer explanations regarding scientific observations and experiences.
2, 3	2-1.5	Use appropriate safety procedures when conducting investigations.
1, 2, 4	2-2.1	Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and protection.
4, 5	2-2.3	Explain how distinct environments throughout the world support the life of different types of animals.
South Carolina Mathematics Academic Standards – Grades 1 – 2		
Number and Operations		
Lesson	Standard	Expectation
2, 5	I.E.1	Write the numeral that corresponds to a given set up to 100. (1)
2, 5	III.A	Develop and use strategies for whole-number computations, with a focus on addition and subtraction.
2, 5	III.C	Use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.
Algebra		

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2	I.A.1	Sort and classify concrete objects according to one or more attributes including color, size, shape, and thickness. (1)
2, 5	IV.A.1	Describe the change in one attribute over time. (1) Compare and contrast the attribute changes over time in two or more qualities. (2)
Measurement		
2, 3	I.B.1	Compare objects to identify longer, longest, taller, tallest, smaller, smallest, shorter, shortest, and so forth. (1)
3	I.C	Understand how to measure using nonstandard and standard units.
3	I.D	Select an appropriate unit and tool for the attribute being measured.
Data Analysis and Probability		
2	I.A.1	Pose and answer questions about charts and graphs relating to familiar experiences (e.g., recording daily temperature, the lunch count, class attendance, and favorite flavors of ice cream). (1)
2, 3, 5	I.B.1	Compare, sort, and group objects by observable attributes. (1) Collect, sort, and organize data. (2)
2, 5	II.A.1	Interpret information displayed in a picture graph, object graph, and bar graph using the vocabulary <i>more</i> , <i>less</i> , <i>fewer</i> , <i>greater than</i> , and <i>less than</i> . (1)
South Carolina Language Arts Academic Standards – Grades 1 – 2		
Lesson	Standard	Indicator
1, 4	1-R1.3 2-R1.3	Demonstrate the ability to make connections between a text read aloud (1) or independently (2) and his or her prior knowledge, other texts, and the world.
1, 4, 6	1-R1.5 1-R1.5	Demonstrate the ability to retell stories.
1, 4	1-R1.8 2-R1.7	Demonstrate the ability to ask and answer questions about texts (2) read aloud. (1)
All lessons	1-R1.10 2-R1.11	Demonstrate the ability to draw conclusions and make inferences.
1, 2, 3, 4, 6	1-R1.16 2-R1.14	Begin following (1)/Demonstrate the ability to follow (2) one-step written directions to complete a task.

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1, 4, 6	1-R1.18 2-R1.17	Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.
1, 4, 6	1-R2.5 2-R.2.7	Demonstrate the ability to differentiate between fiction and nonfiction.
All lessons	1-W1.6 2-W1.5	Demonstrate the ability to write (1) and publish (2) in a variety of formats.
1, 4	1-W3.1	Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.
1, 4	2-W3.1	Demonstrate the ability to respond to texts both orally and in writing.
All lessons	1-W2.1 2-W2.1	Demonstrate the ability to use oral and written language to explain and inform. (1) Demonstrate the ability to use writing to explain and inform. (2)
1, 4	1-W3.1 2-W3.1	Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words. (1) Demonstrate the ability to respond to texts both orally and in writing. (2)
All lessons	1-W4.1 2-W4.1	Demonstrate the ability to print legibly.
All lessons	1-C1.3 2-C1.3	Demonstrate the ability to respond in complete sentences.
All lessons	1-C1.4 2-C1.4	Demonstrate the ability to participate in conversations and discussions by responding appropriately.
All lessons	1-C1.8 2-C1.8	Demonstrate the ability to give one- and two-step oral directions.
1, 4, 6	1-C1.9 2-C1.9	Demonstrate the ability to tell and retell stories and events in logical order.
All lessons	1-C2.1 2-C2.1	Demonstrate the ability to follow one- and two-step (1) multi-step (2) oral directions.
1, 4	1-C2.3 2-C2.2	Demonstrate the ability to listen and respond to various types of literature read aloud.
All lessons	1-C2.6 2-C2.5	Demonstrate the ability to summarize conversations and discussions.

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1, 4, 6	1-C3.3 2-C3.4	Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.
All lessons	1-RS1.2 2-RS1.2	Demonstrate the ability to ask <i>how</i> and <i>why</i> questions about a topic of interest.
2, 4, 6	1-RS2.1 2-RS2.1	Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.
1, 2, 3, 6	1-RS3.2 2-RS3.2	Continue organizing (1) / Demonstrate the ability to organize information on the basis of observation.
National Health Education Standards – Grades Pre-K – 2: cited from pre-publication document of National Health Education Standards, Pre K-12, American Cancer Society, December 21005 – August 2006		
Lesson	Standard	Performance Indicator
3, 4, 5, 6	1.2.1	Identify that healthy behaviors impact personal health.
3, 5, 6	1.2.5	Describe why it is important to seek health care.
3, 5	2.2.1	Identify how the family influences personal health practices and behaviors.
3, 5	3.2.1	Identify trusted adults and professionals who can help promote health.
3, 4, 5, 6	4.2.2	Demonstrate listening skills to enhance health.
3, 5	6.2.1	Identify a short-term personal health goal and take action toward achieving the goal.
3, 4, 5	7.2.1	Demonstrate healthy practices and behaviors to maintain or improve personal health.
3, 4, 5	7.2.2	Demonstrate behaviors to avoid or reduce health risks.
3, 4, 5, 6	8.2.2	Encourage peers to make positive health choices.
3, 5, 6	8.8.4	Identify ways that health messages and communication techniques can be altered for different audiences.